

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Natalie Crosby	<b>Mentor/Title:</b> Mrs. Tanya Dexter/SPED Teacher	<b>School/District:</b> LCHS9/Lee
<b>Field Experience/Assignment:</b> Engaged Learning Project	<b>Course:</b> ITEC 7400 – 21 <sup>st</sup> Century Teaching and Learning	<b>Professor/Semester:</b> Dr. Vitala/Fall 2013

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
9/8/2013	Project brainstorm and topic/content selection (2 hours)	PSC 2.3, 2.6, 3.6	ISTE 2c, 2f, 3d
9/10/2013	Online collaboration and meeting with community partner (3 hours)	PSC 3.7	ISTE 3g
10/16/2013 – 10/20/2013	Project idea outline (5 hours)	PSC 2.1, 2.2, 2.3, 2.4 3.6	ISTE 2a, 2b, 2c, 2d, 2f, 3d
11/4/2013 – 11/10/2013	Project draft/project refinement (2 hours)	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 3.6	ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3d
11/20/2013	Collaboration with ELA and Civics teachers (1 hour)	PSC 2.6, 3.7	ISTE 2f, 3d
11/27/2013	Supplemental material creation (4 hours)	PSC 2.6	ISTE 2f
11/30/2013 – 12/01/2013	Final project drafting (1 hour)	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 3.6	ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3d
	Total Hours: [18 hours ]		

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian								X
Black								X
Hispanic								X
Native American/Alaskan Native								
White								X
Multiracial								X
<b>Subgroups:</b>								
Students with Disabilities								X
Limited English Proficiency								
Eligible for Free/Reduced Meals								X

## Part II: Reflection

### CANDIDATE REFLECTIONS:

(Minimum of 3-4 sentences per question)

**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**

In this field experience, I designed a project that was engaging and challenging. This project included collaboration with peers and community partners and one in which students would participate in authentic data analysis. This project was also multi-disciplinary in that the project incorporated knowledge students gain in their Civics and ELA classrooms. From this experience I learned to use limited technology tools not just as a tool but rather to create an engaging, authentic learning experience for my students. I hope to be able to take this experience and assist my fellow teachers in incorporating technology in engaging ways in their own classrooms.

**2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**

I now know how to implement the use of digital tools to create authentic learning experiences (PSC 2.1, 2.3, 2.4, 2.6). As a technology coach, that is an essential skill for me to not only model in my own classroom but to assist others in as well. I also think that this experience has helped me because as I became more knowledgeable, I became more excited at the possibilities of creating these learning experiences for students.

**3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**

I have already shared this learning experience (the project idea and design) with many of my peers and administration. They are very enthusiastic and supportive about the implementation of the project (which will begin after semester break) and have already consulted with me about how to implement similar projects in their own classrooms (the ELA and Social Studies departments in particular since they are currently part of the project). I think that that alone shows that this experience has already had a positive impact on faculty development.